



Principal Leadership Performance Review

A Systems Approach

*Developed by and for Iowa School Leaders
with support from the School Administrators of Iowa
and The Wallace Foundation*

This document is designed to be a tool to help local school leaders develop powerful growth goals. It is a working document and subject to periodic updates. Local districts are encouraged to adapt these processes to meet their specific need.

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Principal Leadership Performance Review: A Systems Approach

Introduction

The process of coaching a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

A new approach to principal performance review that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work so both the principal and supervisors can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective performance review process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence. If a supervisor is considering performance review as an evaluation for the purpose of termination, other processes should be employed.

Operating Principles

A comprehensive principal performance review process must:

1. Align with the six Iowa Standards for School Leaders

Rationale: The Board of Educational Examiners, the State Board of Education, and the Iowa Department of Education have all endorsed the Iowa Standards for School Leaders as the framework for expectations for building principals.

2. Be intended to acknowledge strengths and improve performance.

Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.

3. Connect academic, social, emotional and developmental growth for all students in the building/system.

Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.

4. Recognize the importance of a principal's role in improving the culture of the learning community.

Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.

5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.

Rationale: Examples may include self-assessment, a portfolio compiled by the principal, 360 degree feedback, the school improvement plan, artifacts that address previous goals, and meeting agendas.

6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.

Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.

7. Be ongoing and connected to school improvement goals.

Rationale: An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement plans.

8. Align building and district goals with community members' vision for education.

Rationale: Goals cannot be developed in isolation; district and building goals must reflect the community's highest hope for their public schools.

Timelines for Principal Leadership Performance Review

SUGGESTED TIMELINE

ACTION

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|------------------------------|---|
| Late Spring | 1. Principal and superintendent/designee clarify vision, mission and district goals. |
| | 2. Superintendent/designee and principal will review job description and performance review process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. |
| Early Summer | 3. Principal in collaboration with superintendent develops Leadership Growth Plan. Goals should be measurable and attainable. Writers can use processes such as QIC decide or SMART goals. |
| Prior to the Start of School | 4. Review processes and forms with new administrators. |
| Quarterly or Early Winter | 5. Principal and supervisor discuss progress reports regarding Leadership Growth Plan goals. |
| Early Spring | 6. Principal completes a self-assessment of performance on the leadership standards and criteria. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent/designee. |
| | 7. The official performance review document(s) is shared, clarified and discussed with the principal. Changes may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final document(s) as a confidential, personnel record. |
| | 8. A copy of the final written performance review form is placed in the principal's personnel folder. |

Principal Performance Standards and Criteria

PART I - JOB RESPONSIBILITIES

STANDARD #1: A principal is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The principal

- a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- b. Uses research and/or best practices in improving the educational program.
- c. Articulates and promotes high expectations for teaching and learning.
- d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.
- e. Provides leadership for major initiatives and change efforts.
- f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Evidence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard Doesn't Meet Standard
Reflection: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

STANDARD #2: A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The principal

- a. Provides leadership for assessing, developing and improving climate and culture.
- b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- e. Evaluates staff and provides ongoing coaching for improvement.
- f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
- g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- h. Promotes collaboration with all stakeholders.
- i. Is easily accessible and approachable to all stakeholders.
- j. Is highly visible and engaged in the school community.
- k. Articulates the desired school culture and shows evidence about how it is reinforced.

Evidence: <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard
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Reflection:	
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STANDARD #3: A principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The principal

- Complies with state and federal mandates and local board policies.
- Recruits, selects, inducts, and retains staff to support quality instruction.
- Addresses current and potential issues in a timely manner.
- Manages fiscal and physical resources responsibly, efficiently and effectively.
- Protects instructional time by designing and managing operational procedures to maximize learning.
- Communicates effectively with both internal and external audiences about the operations of the school.

Evidence:	Summary Rating Meets Standard Doesn't Meet Standard
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STANDARD #4: A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The principal

- Engages family and community by promoting shared responsibility for student learning and support of the education system.
- Promotes and supports a structure for family and community involvement in the educational system.
- Facilitates the connections of students and families to the health and social services that support a focus on learning.
- Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Evidence:	Summary Rating Meets Standard
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	Doesn't Meet Standard
Reflection:	

STANDARD #5: A principal is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The principal

- Demonstrates ethical and professional behavior.
- Demonstrates values, beliefs and attitudes that inspire others to higher levels of performance.
- Fosters and maintains caring professional relationships with staff.
- Demonstrates appreciation for and sensitivity to diversity in the school community.
- Is respectful of divergent opinions.

Evidence:	Summary Rating Meets Standard Doesn't Meet Standard
Reflection:	

STANDARD #6: A principal is an educational leader who promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

The principal

- Collaborates with service providers and other decision-makers to improve teaching and learning.
- Advocates for the welfare of all members of the learning community.
- Designs and implements appropriate strategies to reach desired goals.

Evidence:	Summary Rating Meets Standard Doesn't Meet Standard
Reflection:	

PART III – OVERALL SUMMARY [Check (√) one in each row]

Job Responsibilities:

	Meets Standard	Does not meet Standard
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

Significant Achievements:

Areas for Growth:

Principal Comments:

Superintendent or Designee Comments:

Recommendation for Continuous Improvement (check one)

____ Professional Growth Plan

____ New Job Targets

____ Remediation Target

Principal's Signature: _____ Date: _____

Evaluation Period: 200_____ to _____, 200_____

Superintendent or Designee: _____ Date: _____

LEADERSHIP GROWTH PLAN

Please identify performance growth goals tied to your district's and building's CSIP and your professional goals.

Professional Goal:	ISSL#	Action Steps:	Timeline:	Evidence of progress toward success:	Reflection:

Professional Growth Plan Reviewed by: _____

Date: _____

Supervisor Observation and Coaching Sessions:

_____ Date: _____

_____ Date: _____

REMEDIATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the superintendent or designee. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: _____ Date Target Developed: _____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Satisfactory/Unsatisfactory

Superintendent/Designee Comments:

Principal Comments:

Signatures:

Superintendent/Designee Date

Principal Date

SAMPLE PRINCIPAL'S JOB DESCRIPTION

TITLE: Elementary/Middle/High School Principal

QUALIFICATIONS: Must possess the qualifications and certification set by the code of Iowa and the Iowa Department of Education.

REPORTS TO: The Superintendent or Designee

SUPERVISES: The academic and support personnel employed in the building(s) assigned to the Principal.

JOB SUMMARY: To provide leadership, supervisory, and administrative skills that will promote the educational development of each student.

TERMS OF EMPLOYMENT: () days of service. Salary, benefits, and work year to be established by the Board of Education.

EVALUATION: Job performance will be evaluated in accordance with provisions of the board's policy for Evaluation of Administrative Personnel.

JOB RESPONSIBILITIES

1. VISION

- Sets priorities in the context of improving student achievement.
- Articulates and promotes high expectations for teaching and student learning.
- Aligns the educational programs, plans and actions to the district's vision and goals for student learning.
- Creates symbols, ceremonies, and activities that support the vision and mission of the district.
- Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.

2. CULTURE AND INSTRUCTIONAL PROGRAM

- Provides leadership for assessing, developing and improving school environment and culture.
- Recruits, interviews and recommends teachers and staff to support quality instruction.
- Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- Evaluates staff and provides direction for improving instruction.
- Develops and supports professional development of staff to improve student learning.
- Demonstrates awareness of professional issues and developments in education.
- Develops and revises as needed his/her own professional development plan for continued improved performance.

3. MANAGEMENT

- Operational procedures are designed and managed to maximize opportunities for successful learning.
- Effectively manages board policies and procedures.
- Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.
- Addresses problems in a timely manner.
- Manage fiscal resources of the schools responsibly, efficiently, and effectively.
- Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.

4. COLLABORATION

- Engages the community to create shared responsibility for student and school success.
- Promotes and supports parent/student/community involvement in the school.
- Shares leadership and decision-making.
- Connects students and families to the health, human and social services they need to stay focused on learning.

5. ETHICS

- Demonstrates ethical, trustworthy, and professional behavior.
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Treats people fairly, equitably, and with dignity and respect.
- Applies policies and procedures in a fair and equitable manner.
- Demonstrates appreciation for and sensitivity to the diversity in the school community.

6. LEARNING COMMUNITY

- Serves as an effective spokesperson for the welfare of all members of the learning community.
- Promotes respect for diversity in the school and community environment.
- Engages in dialogue with other decision-makers to improve teaching and learning.
- Communicates clearly to the community about building/district issues and performances.
- Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.
- Knows and supports the building/district school improvement plan and accurately interprets and reports progress on goals.

SAMPLE PORTFOLIO ARTIFACTS

The following suggestions about appropriate artifacts to include in a principal's portfolio are grouped by the Iowa Standards for School Leaders. They are included as a way to provide examples, and not intended to be an all-inclusive or proscriptive list.

STANDARD #1: VISION

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Weekly school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- Building wide discipline plans/academic guidelines
- Implement character counts
- Establishing student organization in support of student learning
- Number of times speak to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District report card/building report – annual report to all community – 3 year comparison
- “State of the School” report from principal quarterly
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Tours of building and sites to prospective parents

STANDARD #2: SCHOOL CULTURE FOR LEARNING

- Staff in-service quarterly – focusing on reading in the HS content areas
- Walk-through supervision
- School climate surveys
- Serve on a state-wide committee addressing NCLB, Principals' Standards
- Copy of year's Staff Development Plan
- Teacher evaluation artifact(s)
- Regional job fair brochure (attend with district personnel)
- Faculty meeting agenda (professional and development issues)
- Copy of professional growth plan
- Attendance at state and national conferences
- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development
- Selection of teachers based on their openness /interest in staff development
- Lead in-service
- Develop a model portfolio for teachers
- Be involved in teacher in-service with your teachers
- Quality teacher in every classroom report to community

SAMPLE PORTFOLIO ARTIFACTS (CONTINUED)

STANDARD #3: SCHOOL MANAGEMENT

- Building expectations/rules posted
- Student, faculty, substitute, and teacher handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation
- Budget management procedures collaboration
- Accreditation visit result

STANDARD #4: WORKING WITH PARENTS AND COMMUNITY

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Site-councils
- Junior Achievement/pictures of classes, sample lessons
- Field trips – community support
- Building assistance teams
- School web site hits
- Log of referrals of students and families to community agencies
- Log of placement of students (SPED) in communities/agencies
- Student council agenda and minutes
- Establish business partnerships to enhance collaboration in community
- Job shadowing/internships (data)
- Collaboration with higher ed
- Mentors (adults/students)
- School to work
- Social health teams
- School-based health clinics on site
- Examples of parental involvement and input i.e. PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/organization
- Career day brochure
- Teaming w/community agencies, YMCA, Mental Health
- Observations of site council meetings & presentations to the Board of Directors

SAMPLE PORTFOLIO ARTIFACTS (CONTINUED)

STANDARD #5: ETHICS/INTEGRITY

- Establish a character education program in the school and document activities
- Periodic assemblies that have role-plays and examples of good character
- Provide speakers/programs for parents
- Discipline referral sheets – showing same treatment
- Share character education information on newsletters to connect with parents and gain support
- Recognize those showing character
- Culture fest to celebrate diversity
- Provides multi-lingual newsletters and other school communications
- School calendar reflects many ethnic religious holidays based on school demo
- Demographic representation on all school committies and booster groups
- Building-wide management plan (done by all stakeholders)
- Student handbook (policies and procedures)
- Maintains confidentiality of issues and discipline (students and staff)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc.
- Involve students in community service events, programs
- Observations or knowledge of community service work or participation

STANDARD #6: GREATER POLITICAL AND SOCIAL CONTEXT

- Meet monthly with curriculum director to plan staff development for teachers and self – log meeting notes and action
- Active member of district curriculum committee
- Speaker at service club (Rotary)
- Share progress on district goals to P.T.O., P.A.C., etc
- Member of Superintendent Advisory Council
- Culture Fest celebrating school/community diversity
- Site-Council implementation at the building level
- Serves on Ed Committee for city chamber org.
- Email state legislators
- Log of outside community resource agencies
- Communication log – local/state decision makers
- District committee agenda
- Staff development plan indicating diversity agenda
- Communication with SAI Legal Council
- Guides staff in disaggregating data
- Use demographic data of community to establish student learning needs
- Observations of participation in community forums, city council or Board of Directors meetings.
- Write articles in newsletter or local paper